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ABSTRACT

These guidelines aim to support Ohio school districts in the development and implementation of procedures for referring, assessing, and identifying gifted children, grades 1-12. The guidelines cite relevant state legislation and offer a sample policy statement. Procedures for identification involve the following phases: review existing data relative to abilities; refer or nominate; compile and analyze data; identify; and report. Answers are provided to questions commonly asked about identification procedures. Forms are provided for data collection, parent/community member nomination, teacher recommendation, and reporting child counts to the Ohio Department of Education. (JDD)

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GUIDELINES FOR IDENTIFICATION OF GIFTED CHILDREN

FEBRUARY, 1990

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

COLUMBUS, OHIO

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INTRODUCTION

In 1987 the Ohio General Assembly enacted legislation for the identification of all gifted children (Section 3313.21 O.R.C.). The legislation was amended in 1989 and is as follows:

Section 3313.21

(A) The board of education of each city, local, and exempted village school district shall formulate a written policy detailing procedures for the identification of gifted children as defined by rule of the state board of education. Annually, in accordance with the policy, the school board shall identify those students enrolled in the district who are gifted children.

(B) The board of each such district shall annually report, at such time and in such manner as the state board may prescribe, the number of students identified as gifted and the number of students receiving services in approved units.

Dr. Franklin B. Walter asked that a task force be convened to review existing definitions contained in the State Board of Education Rule for School Foundation Units for Gifted Children (3301-51-15) and recommend activities that would assist school districts in implementing the statute. The task force developed Guidelines for Identification of Gifted Children to support districts with the development and implementation of procedures for referring, assessing, and identifying gifted children, grades one through twelve. The process suggests the use of existing district resources and maintains the flexibility of the current Rule for School Foundation Units for Gifted Children (3301-51-15). In 1989, the task force met to consider amended Section 3313.21. O.R.C. and the guidelines were revised.

SAMPLE POLICY STATEMENT

A sample policy statement pursuant to Section 3313.21 O.R.C. is as follows:

> In accordance with Section 3313.21 O.R.C., it is the policy of this Board of Education that those students who are gifted, as defined by Rule of the State Board of Education (3301-51-15), and who are enrolled in grades one through twelve, shall be identified annually.

PROCEDURES FOR IDENTIFICATION OF GIFTED CHILDREN

Districts may utilize existing resources for assessing, referring, and identifying gifted children in grades one through twelve. Districts are to identify students as defined in Section B of the Rule for School Foundation Units for Gifted Children (3301-51-15).

Phase I Review of Existing Data

Review existing data for all children relative to cognitive, academic, creative, and visual and/or performing arts abilities at or above the minimum levels described in Part B.1.b. of the Rule. Record this information. The following staff may be resources:

A. Coordinator of gifted program;

B. Principal or other administrator;

C. Counselor;

D. Psychologist;

E. Teachers--classroom or special assignment; and

F. A team of any staff that may be assigned by the superintendent.

PHASE II Referral/Nomination Process

A. Nomination forms shall be gathered for students who may be qualified in any of the abilities. The following persons may complete nominations:

1. School district personnel to review their assigned student population;

2. Parents;

3. Students; and

4. Community persons with knowledge of the child in any of the four types of giftedness.

B. Gifted students shall be identified through evaluation of all available information that has been compiled in Phase II and cross-referenced in Phase I.

PHASE III Compile and Analyze Data

A. Review data from Phase I and II to determine those students who are possibly gifted including those previously identified.

B. Determine those students who will continue into Phase IV.

PHASE IV Identification

A. Determine what relevant data is missing for complete assessment of each possibly gifted student.

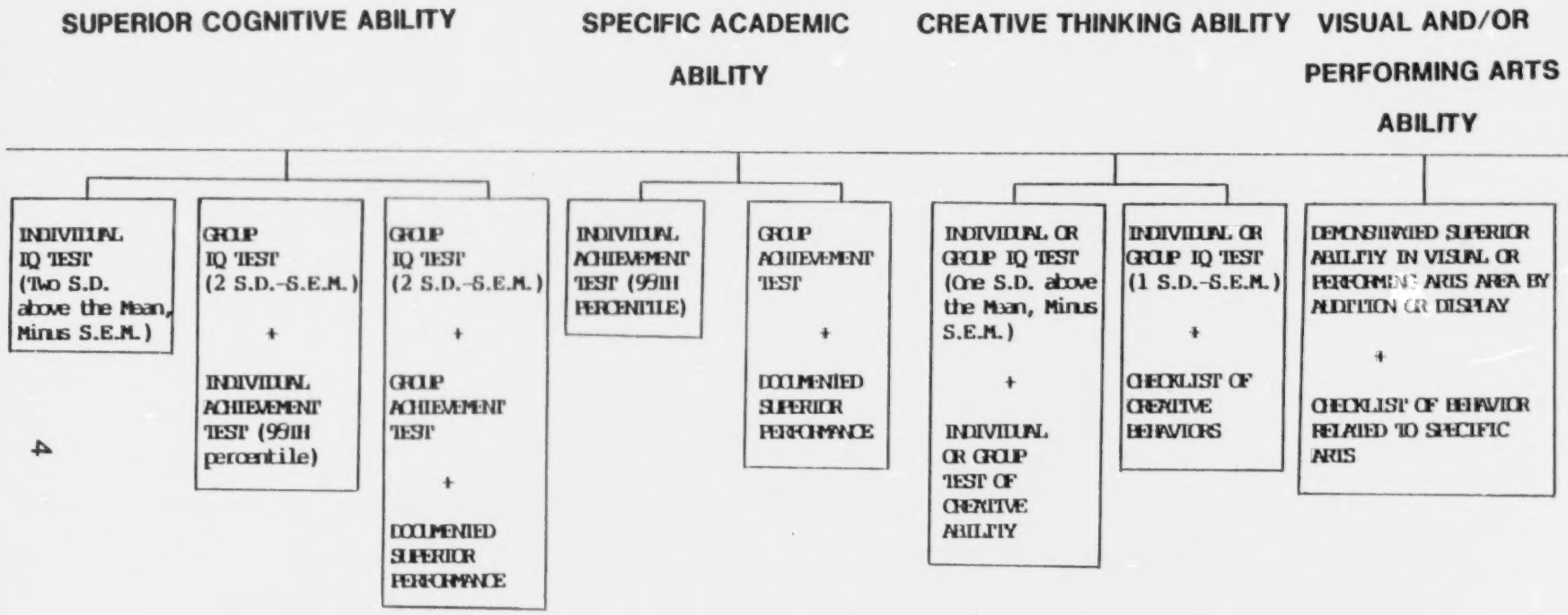
B. Conduct additional assessments as necessary to complete the profile for each possibly gifted student.

C. Identify students who meet the requirements in any of the four types of ability as defined by the Rule (see page 4).

PHASE V Report

Report all identified gifted children to the Ohio Department of Education on the Gifted Child Identification Form on June 15 of each year (see page 5).

GIFTED CHILD ELIGIBILITY CRITERIA


SUPERIOR COGNITIVE ABILITY
SPECIFIC ACADEMIC ABILITY
CREATIVE THINKING ABILITY
VISUAL AND/OR PERFORMING ARTS ABILITY
INDIVIDUAL IQ TEST (Two S.D. above the Mean, Minus S.E.M.)
GROUP IQ TEST (2 S.D.-S.E.M.) + INDIVIDUAL ACHIEVEMENT TEST (99th percentile)
GROUP IQ TEST (2 S.D.-S.E.M.) + GROUP ACHIEVEMENT TEST + DOCUMENTED SUPERIOR PERFORMANCE
INDIVIDUAL ACHIEVEMENT TEST (99th PERCENTILE)
GROUP ACHIEVEMENT TEST + DOCUMENTED SUPERIOR PERFORMANCE
INDIVIDUAL OR GROUP IQ TEST (One S.D. above the Mean, Minus S.E.M.) + INDIVIDUAL OR GROUP TEST OF CREATIVE ABILITY
INDIVIDUAL OR GROUP IQ TEST (1 S.D.-S.E.M.) + CHECKLIST OF CREATIVE BEHAVIORS
DEMONSTRATED SUPERIOR ABILITY IN VISUAL OR PERFORMING ARTS AREA BY AUDITION OR DISPLAY + CHECKLIST OF BEHAVIOR RELATED TO SPECIFIC ARTS

3301-51-15 Rule for School Foundation Units for Gifted Children Part B Eligibility/Identification

REPORT FORM

SE 09G

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
933 HIGH STREET, WORTHINGTON, OHIO 43085
GIFTED CHILD IDENTIFICATION FORM
1990

SCHOOL DISTRICT _____ COUNTY _____

SUPERINTENDENT _____ CONTACT FOR GIFTED _____

PLEASE COMPLETE THE FOLLOWING GIFTED CHILD IDENTIFICATION FORM AND RETURN BY JUNE 15, 1990, TO NANCY B. HAMANT AT THE ABOVE ADDRESS.

DIRECTIONS FOR COMPLETION OF GIFTED CHILD IDENTIFICATION FORM

I. CHILD COUNT, UNDUPLICATED
Count each identified gifted child, grades one through twelve, as cited in the Rule for School Foundation Units for Gifted Children (3301-51-15). Report those numbers in the shaded area.

II. SERVED, UNDUPLICATED
Report identified children, grades one through twelve, who are served. Served means students receiving an appropriate program based on district placement procedures according to the Rule. Report total numbers receiving state unit services in II. A. and total numbers receiving local unit services in II. B.

III. NOT SERVED, UNDUPLICATED
Report identified gifted children, grades one through twelve, who are not served. Not served means students who are not receiving adequate services appropriate to their educational needs as determined by district placement procedures.

IV. DUPLICATED CHILD COUNT BY TYPE OF ABILITY
Report in the unshaded areas the number of identified gifted children, grades one through twelve, by type of ability cited in the Rule (3301-51-15). A child may qualify and be reported in more than one type of ability.

A. Superior Cognitive
B. Specific Academic
C. Creative Thinking
D. Visual and/or Performing Arts

I. TOTAL UNDUPLICATED CHILD COUNT	II. SERVED BY COORDINATOR AND/OR CLASSROOM UNIT		III. NOT SERVED	IV. DUPLICATED CHILD COUNT BY TYPE OF ABILITY			
	II. A. STATE	II. B. LOCAL		SUPERIOR COGNITIVE	SPECIFIC ACADEMIC	CREATIVE THINKING	VISUAL AND/OR PERFORMING ARTS

I. equals the sum of II. A, II. B. and III.

SUPERINTENDENT'S SIGNATURE _____ DATE _____

IDENTIFICATION OF GIFTED CHILDREN

Question: What grade levels are to be included in the identification process?

Answer: Grades one through twelve.

Question: Are students to be identified in the four types of ability as defined in Section B of the Rule for School Foundation Units for Gifted Children?

Answer: Yes.

Question: May students be identified in more than one type of ability as defined by the Rule (3301-51-15)?

Answer: Yes, some children may be identified in multiple categories of the Rule.

Question: In what categories under Specific Academic Ability should students be identified?

Answer: The Rule permits a district to determine what is considered Specific Academic. You may wish to consider major groupings of academic areas such as mathematics, language arts, social studies, and science. Another option for a district is to use components of the district's standardized test such as verbal and quantitative, if they are considered academic and are not multi-area composites. These variations will allow differentiation of identification procedures from the primary through high school levels.

Question: In what categories under Visual and/or Performing Arts ability should students be identified?

Answer: The Rule permits a district to determine what is considered Visual and/or Performing Arts. You may wish to consider major groupings of areas such as dance, visual art, music, and drama. A district may want to provide information about the identification process. The information should focus on utilizing existing data about students and the organization of that information to assure consistency of the process.

Question: May a district use multifactored assessment to identify gifted students?

Answer: The Rule (3301-51-15) reflects the use of a multifactored approach.

Question: Must a district provide programs for gifted students after identification?

Answer: Amended Section 3313.21 O.R.C. only requires identification and a report of the number of students receiving services.

Question: What is service in an approved program?

Answer: A program operating in accordance with Section D. Educational Program of the Rule.

Question: May the district use local norms or national norms to identify gifted students?

Answer: Section B of the Rule (3301-51-15) indicates that national norms are to be used to identify Superior Cognitive Ability. In the other areas of ability, it is the district's discretion to use either national or local norms.

Question: What does annually mean?

Answer: This means current information must be updated yearly, not recreated. However, you must review the records and other relevant data for every child annually, via the process, including those previously identified. Previously identified students do not need to be re-identified unless there are indications that additional information is needed.

Question: How current does the test data need to be?

Answer: The tests need to be administered within twenty-four months prior to initial identification as in the Rule. The data for those students previously identified only needs to be reviewed. Such students do not need to be re-identified unless there are indications that additional information is needed.

Question: Do the Guidelines for Identification of Gifted Children ensure that every child has been considered?

Answer: The development of a school district policy and procedures following these guidelines will provide for equity of review.

Question: Which school district identifies gifted students who are enrolled at a JVS?

Answer: That is the responsibility of the school district of residence. The district of residence should include provisions for identifying resident students who also are enrolled in and attending a JVSD.

Question: Who is served?

Answer: Any student receiving an appropriate program based on district placement procedures according to the Rule.

Question: What is an approved unit?

Answer: Any state-funded and/or local-funded coordinator and/or classroom unit which meets state standards in the Rule for School Foundation Units for Gifted Children.

Question: What services are provided by a coordinator?

Answer: A coordinator assists school personnel in the identification, selection, placement, guidance, and delivery of services to gifted children in accordance with Section D. Educational Program of the Rule.

APPENDIX

SAMPLE FORMS FOR IDENTIFICATION

Guidelines for Identification of Gifted Children is intended as a guide for the development of district procedures to implement amended Section 3313.21 O.R.C. This appendix provides sample forms and resources to assist with the process. These forms are compilations of information from a variety of sources.

Chart of Guidelines for Identification of Gifted Children	A
Gifted Child Identification Worksheet Directions and Worksheet	B
Student Data Collection	C
Group Data Collection	D
Parent/Community Member Nomination	E
Teacher Recommendation	F
Teacher Group Recommendation	G
Resources	H

SAMPLE

GUIDELINES FOR IDENTIFICATION OF GIFTED CHILDREN

Identification of those students in grades one through twelve who are gifted as defined by the Rule for School Foundation Units for Gifted Children.

PHASE I REVIEW OF EXISTING DATA

A review of existing data to identify students in the district who are possibly gifted children.

PHASE II REFERRAL/NOMINATION FORM

Use of a district referral system, including nomination, to find those students who may be superior in any of the four types of abilities.

PHASE III COMPILE AND ANALYZE DATA

A review of data from Phase I and II to determine those students who are possibly gifted and those students for whom data is missing.

PHASE IV IDENTIFICATION

The collection of missing data, if any, to complete profiles of possibly gifted students. Identification of gifted students shall be made in accordance with the Rule (3301-51-15).

PHASE V REPORT

The annual reporting of identified gifted students and numbers of students receiving services to the Ohio Department of Education on June 15th of each year.

SAMPLE

DISTRICT USE ONLY

DIRECTIONS FOR COMPLETION OF GIFTED CHILD IDENTIFICATION WORKSHEET

This worksheet may be used to complete the Gifted Child Identification Report.

I. CHILD COUNT, UNDUPLICATED

Count each identified gifted child, grades one through twelve, as cited in the Rule for School Foundation Units for Gifted Children (3301-51-15). Record those numbers in the shaded areas by grade level.

Columns are provided for recording numbers of students receiving state unit services, local unit services and for those not receiving services as determined by district placement procedures.

II. DUPLICATED CHILD COUNT BY THE TYPE OF ABILITY

Record in the unshaded areas the number of identified gifted children, grades one through twelve, by type of ability cited in the Rule (3301-51-15). Record students by grade level (see form). A child may qualify and be recorded in more than one type of ability.

A. Superior Cognitive

B. Specific Academic

The total number of identified gifted children may be recorded for each grade level as a whole or may be recorded by verbal and/or mathematics ability

C. Creative Thinking Ability

D. Visual and/or Performing Arts

III. TOTALS

Record the total number of unduplicated child count and total number of students identified by type of ability.

SAMPLE

WORKSHEET

DISTRICT USE ONLY

FOR

GIFTED CHILD IDENTIFICATION

SCHOOL DISTRICT _____ COUNTY _____

SUPERINTENDENT _____ CONTACT FOR GIFTED _____

THIS WORKSHEET MAY BE USED TO COMPILE DATA FOR THE DISTRICT GIFTED CHILD IDENTIFICATION REPORT.

	I. UNDUPLICATED CHILD COUNT			II. DUPLICATED CHILD COUNT BY TYPE OF ABILITY				
		SERVED BY COORDINATOR AND/OR CLASS-ROOM UNIT			SPECIFIC ACADEMIC			
GRADE LEVEL / STUDENTS	STATE FUNDED	LOCAL FUNDED	NOT SERVED	SUPERIOR COGNITIVE	Verbal	Math	CREATIVE THINKING	VISUAL AND/OR PERFORMING ARTS
GRADE 1								
GRADE 2								
GRADE 3								
GRADE 4								
GRADE 5								
GRADE 6								
GRADE 7								
GRADE 8								
GRADE 9								
GRADE 10								
GRADE 11								
GRADE 12								
III. TOTAL								

TRANSFER TOTAL NUMBERS TO THE GIFTED CHILD IDENTIFICATION FORM

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SAMPLE

GIFTED AND TALENTED IDENTIFICATION - STUDENT DATA COLLECTION FORM

Date Completed:_____ Name:_____ School:_____ Grade:_____

I. ☐ Superior Cognitive Ability

A. ☐ Individual intelligence test: Score_____

Test used:_____ Date given:_____

(or) B. ☐ Group intelligence test: Score_____

Test used:_____ Date given:_____

(AND)

☐ Individual achievement test: Percentile _____

Test used:_____ Date given:_____

(or) C. ☐ Group intelligence test: Score_____

Test used:_____ Date given:_____

(AND)

☐ Group achievement test: Percentile_____

Test used:_____ Date given:_____

(AND)

☐ Documented superior performance: Explain _____

_____

II. ☐ Specific Academic Ability

A. ☐ Individual achievement test: Percentile:_____

Test used:_____ Date given:_____

(or) B. ☐ Group achievement test: Percentile:_____

Test used:_____ Date given:_____

(AND)

☐ Documented superior performance: Area:_____

Explain:_____

III. ☐ Creative Thinking Ability

A. ☐ Individual or group intelligence test: Score _____

Test used:_____ Date given:_____

(AND)

☐ Individual or group test of creative ability: Score:_____

Test used:_____ Date given:_____

(or) B. ☐ Individual or group intelligence test: Score:_____

Test used:_____ Date given:_____

(AND)

☐ Checklist of creative behaviors: (Attach)

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SAMPLE

IV. ☐ Visual And/Or Performing Arts Ability

A. ☐ Demonstrated superior ability: Explain: _____

_____

(AND)

B. ☐ Checklist of behaviors: Arts area: _____ (Attach)

Other: _____ Parent Nomination (Attach)

_____ Teacher Nomination (Attach)

_____ Peer Nomination (Attach)

Recommendations: _____ Identification complete in areas above

_____ Incomplete information:

☐ Obtain information from: _____

☐ Refer for testing to: _____

GIFTED AND TALENTED IDENTIFICATION: DATA COLLECTION FORM

School District:_____ Academic Year:_____

Grade	Student Name	Sex	Superior Cognitive Ability						Q	Specific Cognitive Ability			Q	Creative Thinking Ability				Q	Visual and/or Performing Arts Ability		Q	Other Information
			Intelligence Test (OR) (2SD-SEM) Individual	Intelligence Test (+) (2SD-SEM) Group	Achievement Test (OR) (95%) Individual	Intelligence Test (+) (2SD-SEM) Group	Achievement Test (95%) Group	Documented (+) Superior Performance		Achievement Test (OR) (95%) Individual	Achievement Test (95%) Group	Documented (+) Superior Perfp(mance. List: (Cognate Area)		Intelligence Test (+) (1SD-SEM) Individual or Group	Test of Creative (OR) Ability	Intelligence Test (+) (1SD+SEM) Individual or Group	Check-list of Creative Behaviors		Audition Performance (+) Display, etc.	Checklist of Behaviors List: (Arts Area)		(eg) Handicapping Conditions, Underachievement

SAMPLE

PARENT/COMMUNITY MEMBER NOMINATION FORM

NAME OF STUDENT _____ AGE ____ DATE _____

SCHOOL _____ GRADE _____ TEACHER _____

NAME OF PARENT/GUARDIAN _____

OTHER ADULT MAKING THIS REFERRAL _____

ADDRESS _____

1. What are some things you have observed in this child's behavior that lead you to believe that he/she may be identified as gifted?

_____

_____

_____

2. Describe briefly the child's academic, social, and work behaviors you have observed in the home or community.

_____

_____

_____

3. Describe briefly the child's major interests, hobbies, activities, etc.

_____

_____

_____

4. Describe any projects or studies the child has done.

_____

_____

_____

5. Please give any other relevant information.

_____

_____

_____

SAMPLE

GIFTED IDENTIFICATION

TEACHER RECOMMENDATION

STUDENT _____ GRADE ____ YEAR _____

TEACHER _____ SCHOOL _____

I recommend this student as possibly gifted in one or more of the following types of ability: superior cognitive, specific academic, creative thinking, and visual and/or performing arts. Student behaviors that support recommendations are to be listed below.

Area/s of Ability/ties _____

Supportive Comments: _____

TEACHER SIGNATURE _____

SAMPLE

GIFTED IDENTIFICATION

TEACHER NOMINATION FORM

Classroom Teacher,

Please use this form as you observe, analyze, and speculate over the possibility that members of your class may be identified as gifted children in one or more of the following types of ability: superior cognitive, specific academic, creative thinking, and visual and/or performing arts.

STUDENT NAME	GRADE	RECOGNIZED AREA OF GIFTEDNESS	STRENGTHS	COMMENTS
Example: 1. Mary Doe	5	Creativity	Displays a high degree of curiosity about many things.	Mary often takes the initiative in solving cause/effect problems. She independently builds models to display her solutions.
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

G

RESOURCES

Resources that might be used for instrument selection are Ohio's Statewide Testing Program: Assuring Student Competency, for information regarding cognitive and specific academic abilities; the National Report on Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth, for information regarding cognitive, specific academic, creative thinking, music, and art abilities; and A Handbook for Identifying Gifted/Talented, for information regarding creativity and visual and/or performing arts.

Ohio Statewide Testing Program: Assuring Student Competency

Ohio Department of Education
Division of Educational Services
65 South Front Street
Columbus, Ohio 43266-0308

Platow, Joseph A., A Handbook for Identifying the Gifted/Talented

National/State Leadership Training Institute
on the Gifted and the Talented
Ventura County Schools
535 East Main Street
Ventura, CA 93009

Richert, Susanne E., et al. National Report on Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth

Educational Information and Resource Center
700 Hollydell Court
Sewell, NJ 08080

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